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In Vocational Education, Educator of The Errors Examine from The on A Real Program

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Abstract

The aim of this study is identification on exam question by educator. In Vocational and training high school, second year exam question are selected as a sample. In this study, the second-class machine program students were asked by teachers final question were examined in the last five years. The review, basic courses, vocational courses and mathematics courses for: openness, open-ended questions, pointless, irrelevant and error on the side of a commission in the direction of the questions were examined.

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Keywords: vocational training, defect question

1. Introduction

Vocational education today includes, as it always has, courses and programs which teach important and valuable skills. It offers a direct route into higher education which has been followed by hundreds of thousands of young people which are massively over-courses. Vocational education can offer different content, different skills, different forms of teaching. Vocational education is respected, valuable and an important part of our work life.

Education is a process that aims at changing an individual's behaviour. Some of the important aims of science education are to provide students with lasting learning of scientific concepts, and improve their thinking skills (Saunders & Shepardon, 1987)

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An exam aims to make judgments and decisions about students' and teachers effectiveness (Rosenshine, 1971). Written examinations, multiple-choice tests, and oral examinations can be used. (Cohen & Manion, 1998). Mechanical teachers usually apply written and practice exams to find out whether students learn the content and scientific facts of mechanical.

2. Method

The most important issues raised by teachers associated with the exam questions is whether the course. In this study, a two-year vocational high school mathematics, basic sciences and professional courses are taken into account. Final exam questions are SUBJECTED as a openness, open-ended questions, clarity, not relation, no aim and no problem.

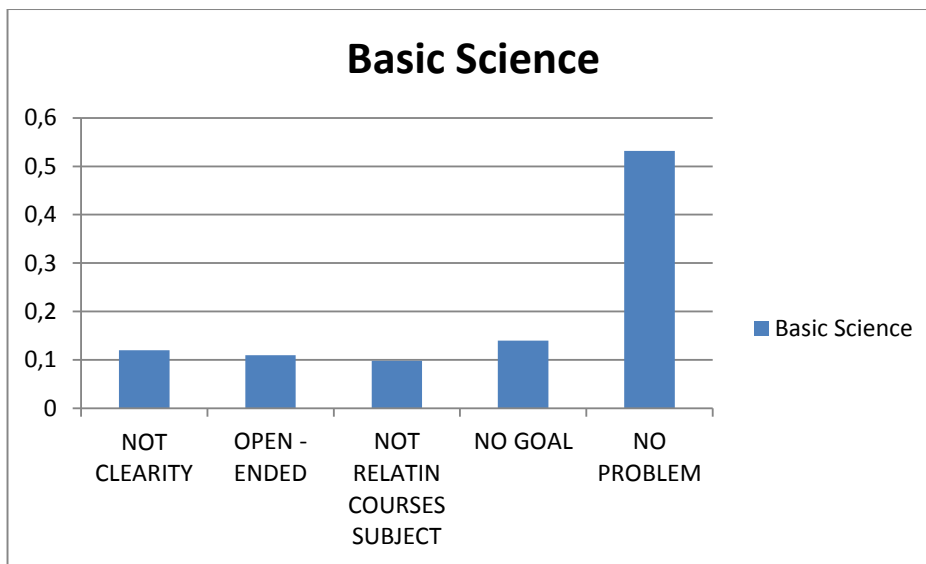


Fig.1 Basic science

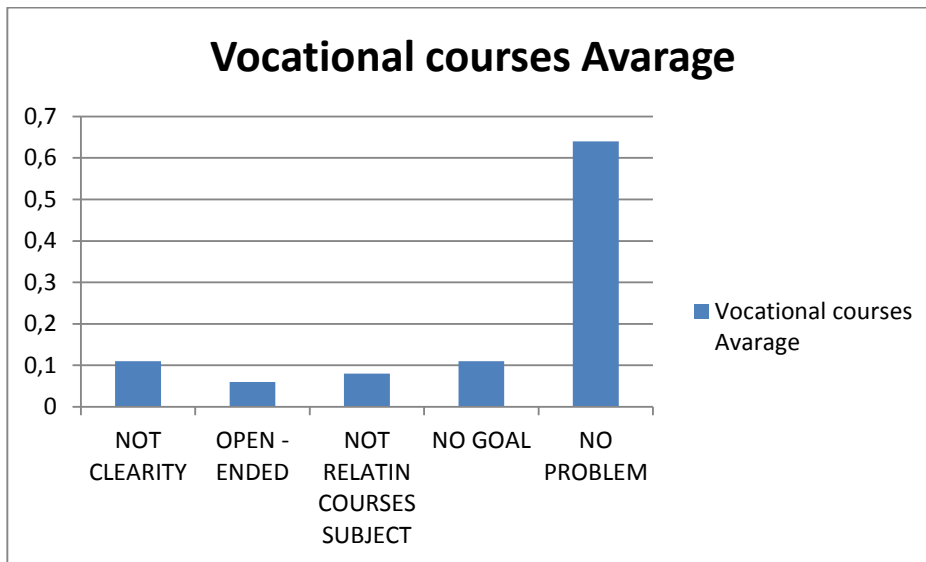


Fig.2 Vocational courses (avarage)

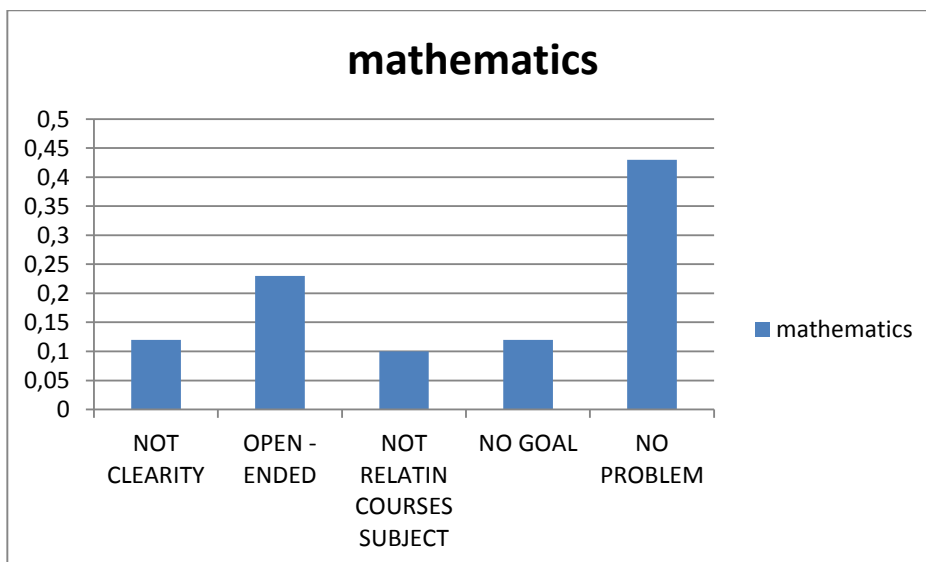


Fig. 3. Mathematic

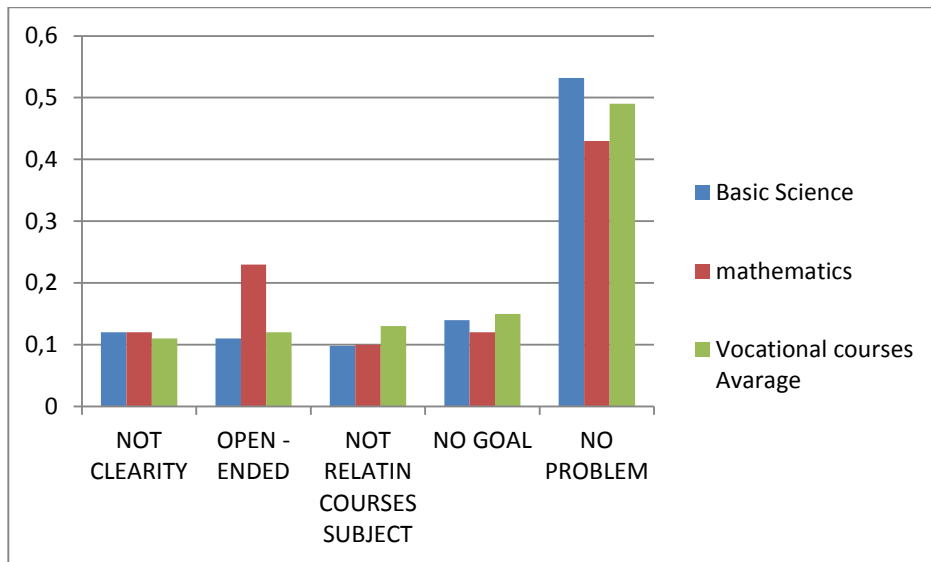


Fig.4. Compared 3 courses

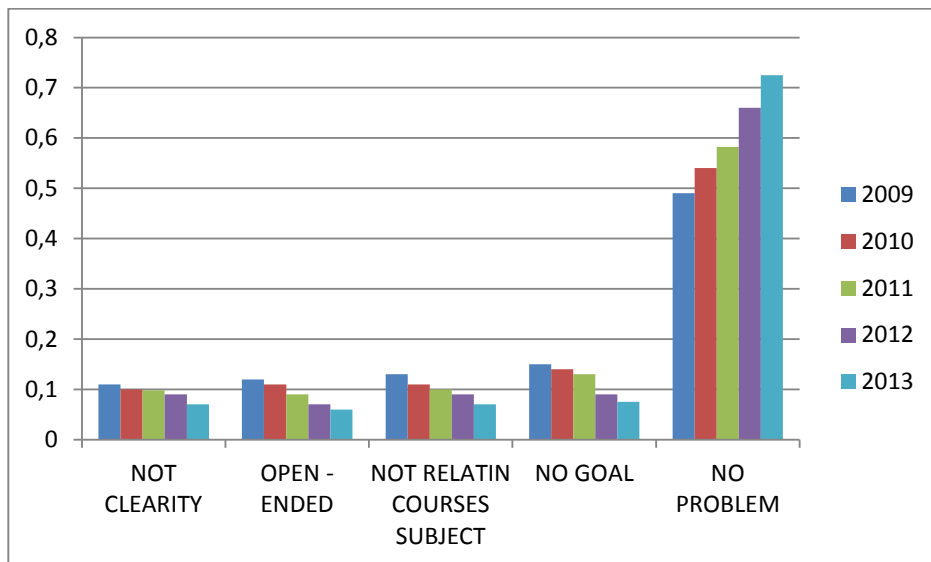


Fig. 5 Versus years for Vocational courses

3. Results

1. Exam questions and the aim sought to be determined.
2. Open-ended questions should be avoided.
3. Current should be directed to the solution of problems in real life.
4. Teachers should prepare exam questions in collaboration with their colleagues.

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